DOCUMENT RESUME

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ABSTRACT

The inventory is an individually administered procedure designed to assess the cognitive skills of preschool children enrolled in the Living Room School (LRS) program. It was developed to measure change in the cognitive behavior of the 2- to 5-year-old child as well as to diagnose his performance patterns in order to formulate an individualized program commensurate with his needs. The 66 items are grouped into 11 subtests: Body Parts, Colors, Shapes, Size, Classification, Numbers, Positional Relationship, Zipper Frame, Button Frame, Scissors, and Large Motor Coordination. Items are grouped in a hierarchical order by two or three levels of difficulty. Any person, given the necessary training, can administer the inventory. The materials utilized are inexpensive and readily available. This inventory is in the developmental stage. (Author/RC)

THE LIVING ROOM SCHOOL COGNITIVE ASSESSMENT INVENTORY

ED 09409

TM 004 066

The Living Room School Cognitive Assessment Inventory is an individually administered procedure which was designed to assess the cognitive skills of preschool children enrolled in the Living Room School (LRS) program. It was developed to measure the changes in the cognitive behavior of the child as well as to diagnose his performance patterns, in order to formulate an individualized program commensurate with his needs.

The *Inventory* is appropriate for children who range in age from two to five years. The items for the *Inventory* were jointly selected from a list of objectives of the LRS program by the LRS staff and the parents of the children. Other early childhood personnel also reviewed the items.

There are a total of sixty-six items in the *Inventory*, subdivided into eleven subtests: Body Parts, Colors, Shapes, Size, Classification, Numbers, Positional Relationship, Zipper Frame, Button Frame, Scissors, Large Motor Coordination. Within each subtest the items are arranged in a hierarchical order and are grouped into two or three levels which reflect different degrees of difficulty. These levels of difficulty within each subtest were incorporated into the Inventory design in order to preclude exposing young children to repeated failure. As such, for the child to be exposed to the more advanced and difficult levels, he first has to demonstrate proficiency on the less cognitively advanced items.

The *Inventory* has been constructed in such a manner that any person, given the necessary training, can administer it. Materials utilized are readily available and inexpensive.

(You may, if you wish, use the illustrations in the text of the *Inventory* to make up your own cards for administering the items in the *Inventory*. Use five-by-eight-inch cards, and copy the drawings exactly, observing relative sizes and placements. Where color is an integral factor [Classification, Cards #11-16], the color of each item is printed in the margins. You may cut these shapes out of appropriately colored construction paper, or draw the shapes and fill them in with magic markers or crayons. Also in that section, half of the card is covered by a flap when the child first sees it. You may simply use half a blank card for that purpose.)

This revised edition of *The Living Room School Cognitive Assessment Inventory* is available upon request.

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INSTRUCTIONS TO THE EXAMINER

With each section of the inventory, the materials needed are listed. A diagram of how the materials are to be placed before the child is included for each question, where appropriate.

The child should be seated at a low table and chair, facing the examiner.

Before starting the inventory, say to the child, "WE'RE GOING TO PLAY A GAME TOGETHER, SO LISTEN CAREFULLY AND DO THINGS JUST THE WAY I ASK YOU TO."

Say only the words written in capital letters to the child. Maintain an encouraging attitude; however, *do not help the child in any ways other than those listed in the manual.* The question may be read a second time, if necessary. If the child gives a vague response, say to him, "TELL ME MORE."

The criterion for a correct answer is given in italics after each item.

All materials should remain out of the child's view until needed. It is suggested that a pencil be used as a pointer, where required.

Developed by:

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Nassau County, New York

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I. BODY PARTS

MATERIALS NEEDED: Doll

LEVEL ONE

The child should be comfortably seated in a small chair at a low table. The examiner also should sit at the table, opposite the child.

a. Say to the child, "WHERE IS YOUR LEG?" If the child does not respond, say, "TOUCH YOUR LEG."

Criterion: The child must clearly indicate his/her leg or legs.

b. Say to the child, "WHERE IS YOUR EAR?" If the child does not respond, say, "TOUCH YOUR EAR."

Criterion: The child must clearly indicate his/her ear or ears.

c. Say to the child, "WHERE IS YOUR HAIR?" If the child does not respond, say, "TOUCH YOUR HAIR."

Criterion: The child must clearly indicate his/her hair.

Proceed to Level Two if the child correctly answers *at least two questions* in Level One; otherwise, bypass Level Two and proceed directly to section marked, "Colors."

LEVEL TWO

Place the doll on the table facing the child.

CHILD

EXAMINER

d. Say to the child, "WHERE IS THE DOLL'S NOSE?"

Criterion: The child must clearly indicate the doll's nose.

e. Say to the child, "WHERE IS THE DOLL'S ARM?"

Criterion: The child must clearly indicate the doll's arm or arms.

f. Say to the child, "WHERE IS THE DOLL'S EYE?"

Criterion: The child must clearly indicate the doll's eye or eyes.

Proceed to Level Three if the child correctly answers *at least two questions* in Level Two; otherwise, proceed to section marked, "Colors."

LEVEL THREE

Place the doll as illustrated by the diagram in Level Two.

g. While touching the chin of the doll, say to the child, "WHAT IS THIS CALLED?" If the child says, "head," ask, "WHAT PART OF THE HEAD IS THIS?"

Criterion: The child must say "chin."

h. While touching the elbow of the doll, say to the child, "WHAT IS THIS CALLED?" If the child says, "arm," ask, "WHAT PART OF THE ARM IS THIS?"

Criterion: The child must say "elbow."

i. Ask the child, "WHAT DO WE USE OUR EYES FOR?" If the child responds logically, e.g., "for winking," say, "YES, AND WHAT ELSE DO WE USE EYES FOR?"

Criterion: The child must indicate that we use our eyes to see, look, or read.

j. Ask the child, "WHAT DO WE USE OUR EARS FOR?" If the child responds logically, e.g., "for earrings," say, "YES, AND WHAT ELSE DO WE USE EARS FOR?"

Criterion: The child must indicate that we use our ears to hear or listen.

2. COLORS

MATERIALS NEEDED:

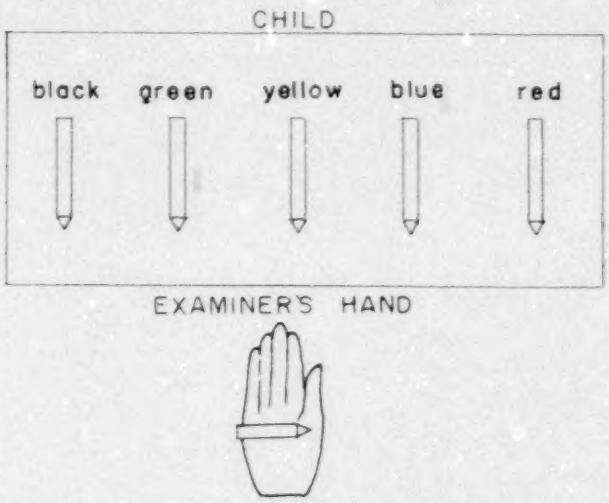
Eight crayons—two red, two black, two yellow, one green, and one blue;

Card #1.

LEVEL ONE

Select a red, blue, yellow, green, and black crayon.

Place these crayons on the table before the child, side by side, approximately two inches apart. Starting from the child's left, place the red crayon first, then the blue, the yellow, the green, and last, on the child's right, the black crayon.



a. Take the other yellow crayon and hold it horizontally on the palm of your hand. Place your hand in the location indicated by the diagram. Say to the child, "FIND ME ANOTHER CRAYON JUST LIKE THIS ONE."

Criterion: The child must clearly indicate the yellow crayon on the table.

b. Take the other red crayon and hold it horizontally on the palm of your hand. Place your hand in the location indicated by the diagram. Say to the child, "FIND ME ANOTHER CRAYON JUST LIKE THIS ONE."

Criterion: The child must clearly indicate the red crayon on the table.

c. Take the other black crayon and hold it horizontally on the palm of your hand. Place your hand in the location indicated by the diagram. Say to the child, "FIND ME ANOTHER CRAYON JUST LIKE THIS ONE."

Criterion: The child must clearly indicate the black crayon on the table.

Proceed to Level Two if the child passes *at least two of the three questions* in Level One; otherwise, proceed to section marked, "Shapes."

LEVEL TWO

Leave the five different colored crayons on the table in front of the child, as illustrated by the diagram in Level One.

d. Say to the child, "GIVE ME THE RED CRAYON."

Criterion: The child must give you the red crayon.

e. Say to the child, "GIVE ME THE BLACK CRAYON."

Criterion: The child must give you the black crayon.

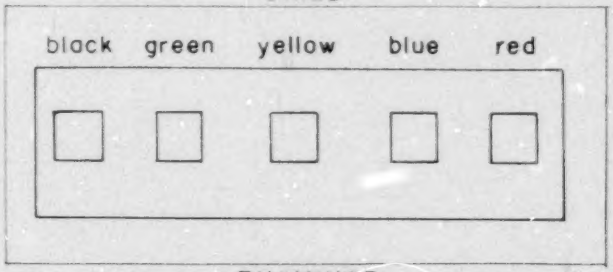
f. Say to the child, "GIVE ME THE YELLOW CRAYON."

Criterion: The child must select the yellow crayon.

Proceed to Level Three if the child correctly answers *at least one question* in Level Two; otherwise, proceed to section marked, "Shapes."

Place Card #1 on the table in front of the child as indicated by the diagram. The red square must be to the child's left.

CHILD



EXAMINER

LEVEL THREE

g. Point to the green square and ask the child, "WHAT COLOR IS THIS?"

Criterion: The child must say "green."

h. Point to the blue square and ask the child, "WHAT COLOR IS THIS?"

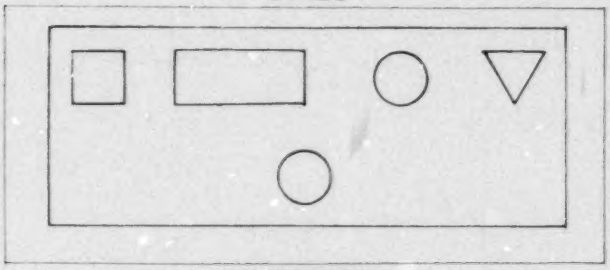
Criterion: The child must say "blue."

3. SHAPES

MATERIALS NEEDED:
Cards #2, #3, #4, #5, #6, #7

Place Card #2 on the table in front of the child as indicated by the diagram.

CHILD



EXAMINER

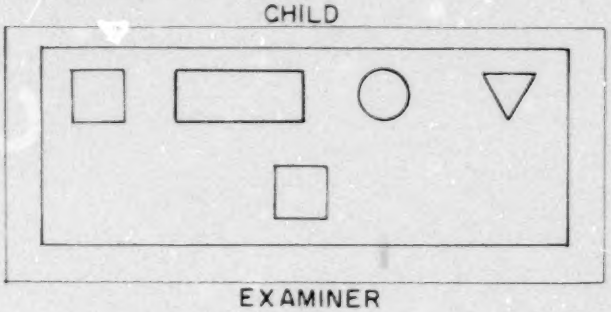
LEVEL ONE

a. Point to the isolated circle and say, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

Criterion: The child must clearly indicate the circle in the row of four shapes.

Place Card #3 on the table in front of the child as indicated by the diagram.

CHILD



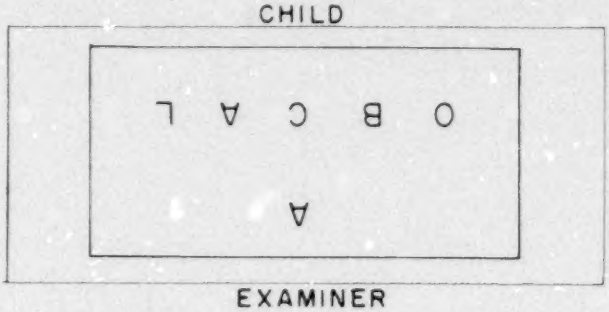
EXAMINER

b. Point to the isolated square and say, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

Criterion: The child must clearly indicate the square in the row of four shapes.

Place Card #4 on the table in front of the child as indicated by the diagram.

CHILD



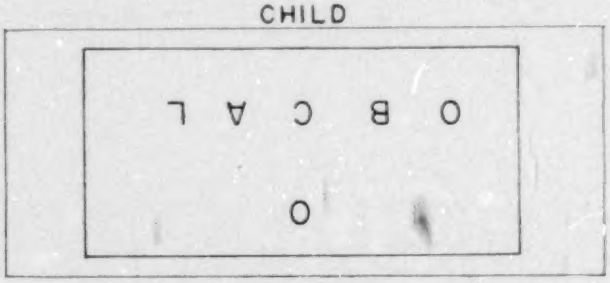
EXAMINER

c. Point to the isolated "A" and say, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

Criterion: The child must clearly indicate the "A" in the row of letters.

Place Card #5 on the table in front of the child as indicated by the diagram.

CHILD



EXAMINER

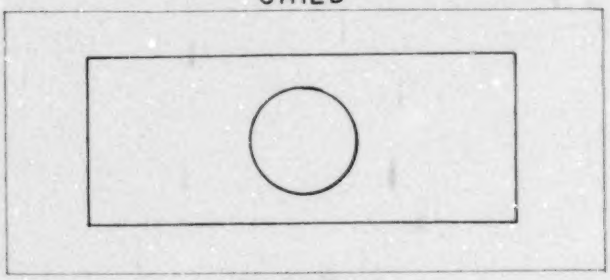
d. Point to the isolated "O" and say, "FIND ME ANOTHER ONE JUST LIKE THIS ONE."

Criterion: The child must clearly indicate the "O" in the row of letters.

Proceed to Level Two if the child passes *at least two questions* in Level One; otherwise, proceed to section marked, "Size."

Place Card #6 on the table in front of the child as indicated by the diagram.

CHILD



EXAMINER

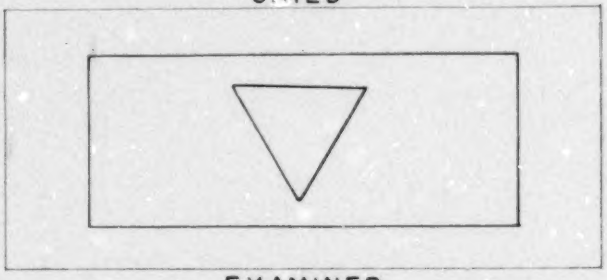
LEVEL TWO

e. Point to the circle and ask, "WHAT SHAPE IS THIS?"

Criterion: The child must say "circle," "round," or give the name of any circular object.

Place Card #7 on the table in front of the child as indicated by the diagram.

CHILD



EXAMINER

f. Point to the triangle and ask, "WHAT SHAPE IS THIS?"

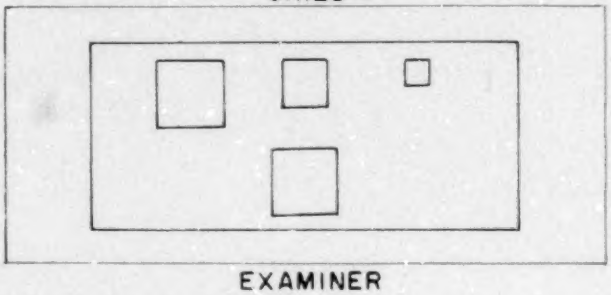
Criterion: The child must say "triangle," or give the name of any triangular object.

4. SIZE

MATERIALS NEEDED:
Cards #8, #9, #10

Place Card #8 on the table in front of the child as indicated by the diagram.

CHILD



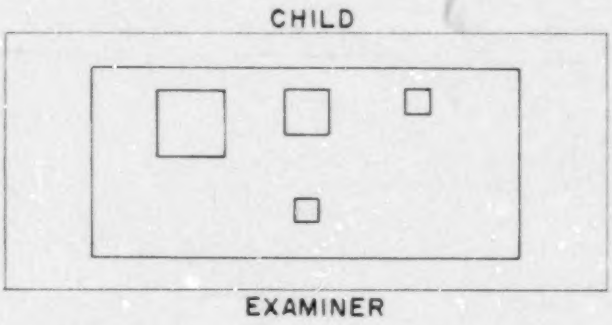
EXAMINER

LEVEL ONE

a. Point to the isolated large square and say, "FIND ME ANOTHER ONE AS LARGE AS THIS ONE."

Criterion: The child must clearly indicate the large square in the row of three squares.

Place Card #9 on the table in front of the child as indicated by the diagram.

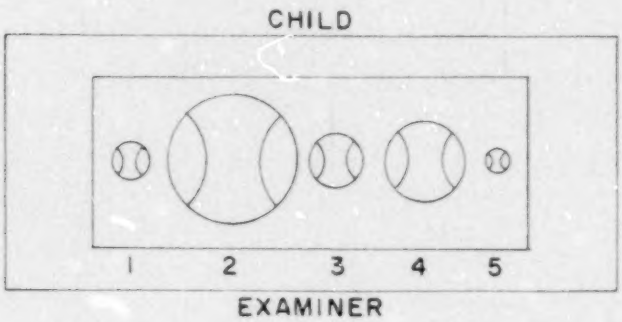


b. Point to the isolated small square and say, "FIND ME ANOTHER ONE AS SMALL AS THIS ONE."

Criterion: The child must clearly indicate the small square in the row of three squares.

Proceed to Level Two if the child answers correctly *at least one question* in Level One; otherwise, proceed to section marked, "Classification."

Place Card #10 on the table in front of the child as indicated by the diagram.



LEVEL TWO

c. Pointing to Ball #4, ask the child, "WHICH BALL IS BIGGER THAN THIS ONE?"

Criterion: The child must clearly indicate Ball #2.

d. Pointing to Ball #1, ask the child, "WHICH BALL IS SMALLER THAN THIS ONE?"

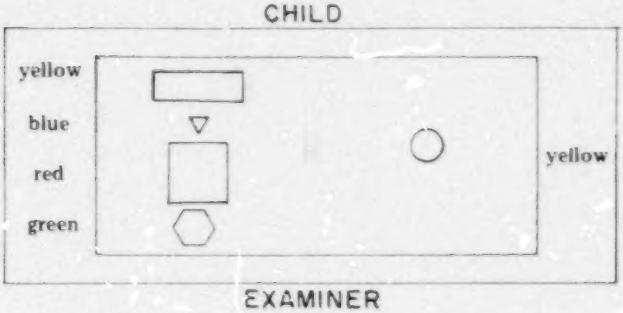
Criterion: The child must clearly indicate Ball #5.

5. CLASSIFICATION

MATERIALS NEEDED:
Cards #11, #12, #13, #14, #15, #16

LEVEL ONE

Place Card #11, with the flap down, on the table in front of the child.



a. While pointing at the yellow circle, say, "LOOK AT THIS." Pause and say, "I'M GOING TO SHOW YOU SOME OTHER THINGS, AND I'D LIKE YOU TO FIND THE ONE THAT IS THE SAME IN ONE WAY AS THIS ONE."

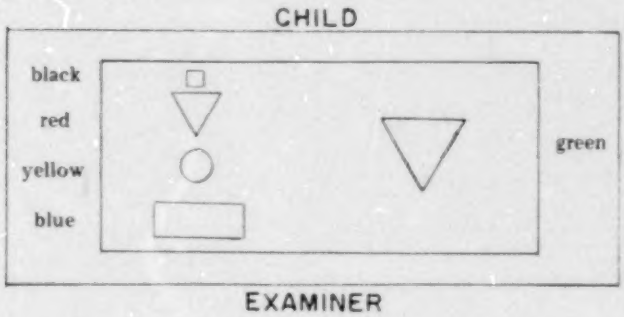
Lift the flap and say, "NOW LOOK AT THESE THINGS AND SEE IF YOU CAN FIND THE ONE THAT IS THE SAME IN ONE WAY AS THIS ONE (point again to the yellow circle)."

Criterion: The child must clearly indicate the yellow rectangle.

b. After the child selects his answer, say, "TELL ME WHY YOU PICKED THIS ONE." If the child gives a vague response, say, "TELL ME MORE."

Criterion: The child must answer that they are the same color, or give the name of any one color, even if that color is incorrectly named.

Place Card #12, with the flap down, on the table in front of the child.



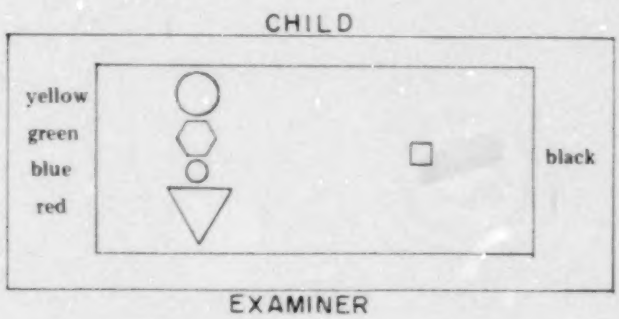
c. While pointing at the green triangle, say, "LOOK AT THIS." Pause and say, "I'M GOING TO SHOW YOU SOME OTHER PICTURES, AND I'D LIKE YOU TO FIND THE ONE THAT IS THE SAME IN ONE WAY AS THIS ONE."
Lift the flap and say, "NOW LOOK AT THESE THINGS AND SEE IF YOU CAN FIND THE ONE THAT IS THE SAME IN ONE WAY AS THIS ONE ",(point again to the green triangle).

Criterion: The child must clearly indicate the red triangle.

d. After the child selects his answer, say, "TELL ME WHY YOU PICKED THIS ONE." If the child gives a vague response, say, "TELL ME MORE."

Criterion: The child must answer that they are the same shape, or give the name of any triangular object, or give the name of any one shape, even if that shape is incorrectly named.

Place Card #13, with the flap down, on the table in front of the child.



e. While pointing at the black square, say, "LOOK AT THIS." Pause and say, "I'M GOING TO SHOW YOU SOME OTHER THINGS, AND I'D LIKE YOU TO FIND THE ONE THAT IS THE SAME IN ONE WAY AS THIS ONE."
Lift the flap and say, "NOW LOOK AT THESE THINGS AND SEE IF YOU CAN FIND THE ONE THAT IS THE SAME IN ONE WAY AS THIS ONE (point again to the black square)."

Criterion: The child must clearly indicate the blue circle.

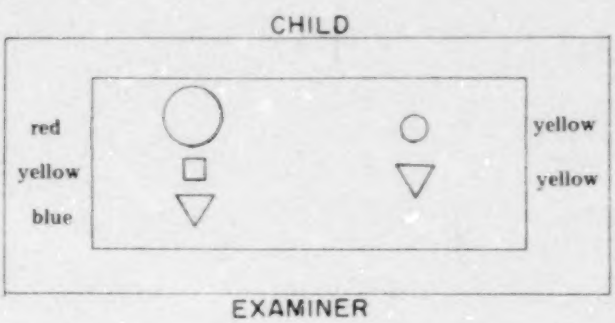
f. After the child selects his answer, say, "TELL ME WHY YOU PICKED THIS ONE." If the child gives a vague response, say, "TELL ME MORE."

Criterion: The child must answer that they are the same size or that they are the littlest (or smallest).

Proceed to Level Two if the child correctly answers *at least two questions* in Level One; otherwise, proceed to section marked, "Numbers."

LEVEL TWO

Place Card #14, with the flap down, on the table in front of the child.



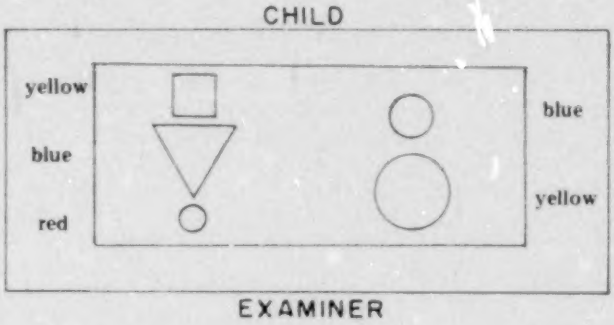
g. Point to the two yellow objects and say, "THESE THINGS ARE THE SAME IN ONE WAY." Pause and then lift the flap. Say, "NOW LOOK AT THESE THINGS." Pause and point again to the two yellow objects. Say, "POINT TO THE ONE THAT IS THE SAME IN ONE WAY AS THESE TWO. WHICH ONE GOES WITH THESE TWO?"

Criterion: The child must clearly indicate the yellow square.

h. After the child selects his answer, say, "TELL ME WHY YOU PICKED THIS ONE." If the child gives a vague response, say, "TELL ME MORE."

Criterion: The child must answer that they are the same color, or give the name of any one color, even if incorrectly named.

Place Card #15, with the flap down, on the table in front of the child.



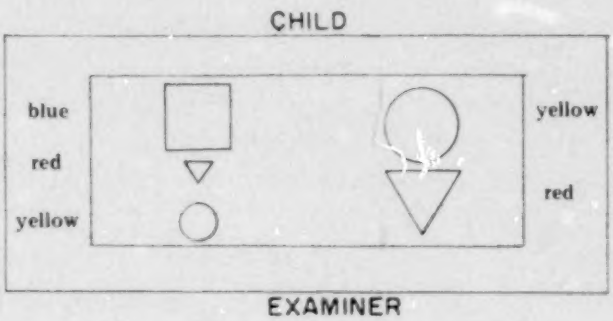
i. Point to the two circles and say, "THESE THINGS ARE THE SAME IN ONE WAY." Pause and then lift the flap. Say, "NOW LOOK AT THESE THINGS." Pause and point again to the two circles. Say, "POINT TO THE ONE THAT IS THE SAME IN ONE WAY AS THESE TWO. WHICH ONE GOES WITH THESE TWO?"

Criterion: The child must clearly indicate the red circle.

j. After the child selects his answer, say, "TELL ME WHY YOU PICKED THIS ONE." If the child gives a vague response, say, "TELL ME MORE."

Criterion: The child must answer that they are the same shape, or give the name of any circular object, or give the name of any one shape, even if incorrectly named.

Place Card #16, with the flap down, on the table in front of the child.



k. Point to the two large shapes and say, "THESE THINGS ARE THE SAME IN ONE WAY." Pause and then lift the flap. Say, "NOW LOOK AT THESE THINGS." Pause and point again to the two large shapes. Say, "POINT TO THE ONE THAT IS THE SAME IN ONE WAY AS THESE TWO. WHICH ONE GOES WITH THESE TWO?"

Criterion: The child must clearly indicate the large blue square.

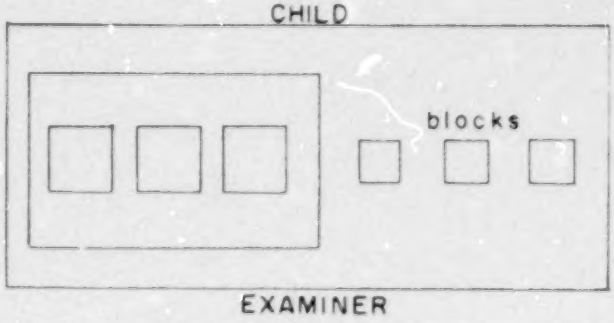
l. After the child selects his answer, say, "TELL ME WHY YOU PICKED THIS ONE." If the child gives a vague response, say, "TELL ME MORE."

Criterion: The child must answer that they are the same size or that they are the biggest (or largest).

6. NUMBERS

MATERIALS NEEDED:
Cards #17, #18; eight blocks.

Place Card #17 on the table in front of the child. Place three blocks to the right of Card #17, as indicated in the diagram.

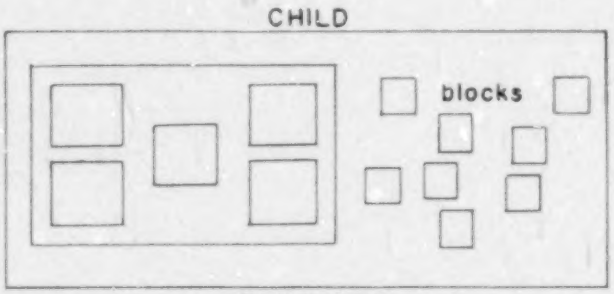


LEVEL ONE

a. Say to the child, "HERE ARE SOME BOXES AND BLOCKS." (Point.) "PUT ONE BLOCK IN EACH BOX."

Criterion: The child must place only one block in each box.

Place Card #18 on the table in front of the child. Place eight blocks in a random pattern to the right of Card #18, as indicated by the diagram.



b. While pointing, say to the child, "HERE ARE SOME BOXES AND HERE ARE SOME BLOCKS." Pause and then say, "PUT ONE BLOCK IN EACH BOX."

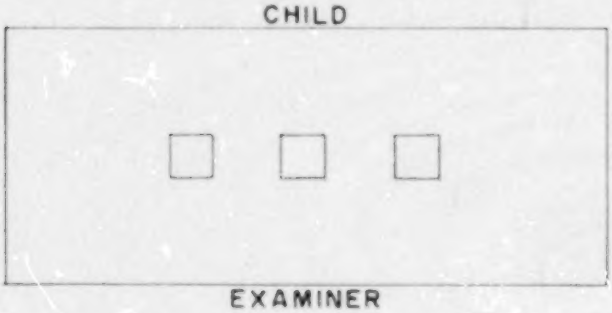
Criterion: The child must place only one block in each box.

c. Say to the child, "COUNT TO FIVE, ONE. . ." Just say "one" for the child.

Criterion: The child must count two, three, four, five.

Proceed to Level Two if the child passes *at least one question* in Level One; otherwise, proceed to section marked "Positional Relationship."

Place three blocks in front of the child, side by side on the table, approximately two inches apart.

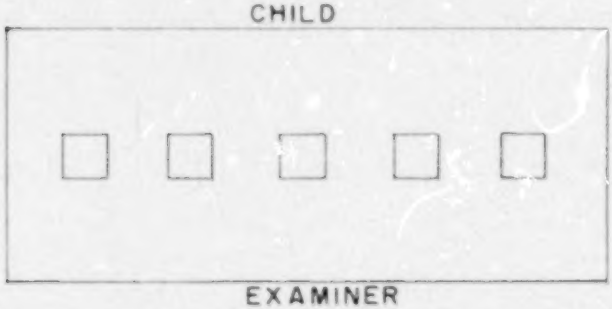


LEVEL TWO

d. Say to the child, "COUNT THE BLOCKS."

Criterion: The child must say, "One, two, three," or say, "Three."

Place five blocks in front of the child, side by side on the table, approximately two inches apart.



e. Say to the child, "COUNT THE BLOCKS."

Criterion: The child must say, "One, two, three, four, five," or say, "Five."

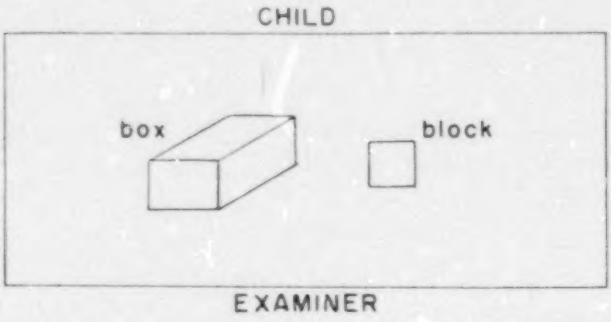
7. POSITIONAL RELATIONSHIP

MATERIALS NEEDED:

One square block and one box large enough to hold the block; a doll; three different-sized cardboard squares.

LEVEL ONE

Place the block to the left and the box to the right of the child, approximately two inches apart, as illustrated by the diagram. Place the box with the opening on the bottom, so the opening can't be seen.



a. Say to the child, "PUT THE BLOCK ON TOP OF THE BOX."

Criterion: The block must be placed on top of the box.

b. Replace materials as illustrated by the diagram. Say to the child, "PUT THE BLOCK UNDER THE BOX."

Criterion: The child must put the block under the box or the box on top of the block.

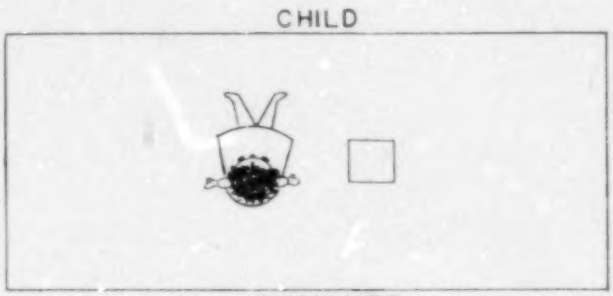
c. Turn the box over so that the opening is on top and again place the block to the child's left. Say to the child, "PUT THE BLOCK IN THE BOX."

Criterion: The child must put the block in the box.

Proceed to Level Two if the child passes *at least two questions* in Level One; otherwise, proceed to section marked, "Zipper Frame."

LEVEL TWO

Place the block to the left and the doll to the right of the child on the table, as indicated by the diagram. The doll should be sitting, facing the child.



d. Say to the child, "PUT THE BLOCK IN FRONT OF THE DOLL."

Criterion: The child must place the block in front of the doll, either on the table or anywhere in front of the doll.

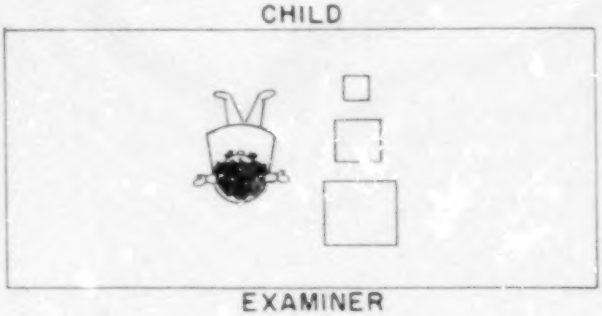
e. Replace materials as seen in the diagram. Say to the child, "PUT THE BLOCK BEHIND (or IN BACK OF) THE DOLL."

Criterion: The child must place the block behind the doll, either on the table or anywhere behind the doll.

Proceed to Level Three if the child passes *at least one question* in Level Two; otherwise, proceed to section marked, "Zipper Frame."

LEVEL THREE

Place the squares in the order indicated to the left of the child and the doll to the right of the child on the table, as indicated by the diagram. The doll should be sitting, facing the child.



f. Say to the child, "PUT THE BIGGEST (or LARGEST) SQUARE IN FRONT OF THE DOLL."

Criterion: The child must place the biggest square in front of the doll, either on the table or anywhere in front of the doll.

g. Replace materials as illustrated by the diagram. Say to the child, "PUT THE LITTLEST (or SMALLEST) SQUARE BEHIND (or IN BACK OF) THE DOLL."

Criterion: The child must place the smallest square behind the doll, either on the table or anywhere behind the doll.

8. ZIPPER FRAME

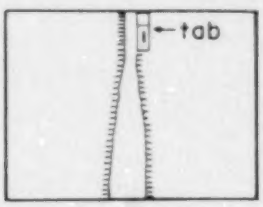
MATERIALS NEEDED:
Montessori zipper frame

LEVEL ONE

Demonstrate the following item:

Place the open zipper on the table in front of the child with the tab of the zipper down towards the child. Engage and zip the zipper to the top, saying, "WATCH ME ZIP THIS ZIPPER."

CHILD



EXAMINER

a. Disengage the zipper completely and say to the child, "ZIP THE ZIPPER ALL THE WAY BY YOURSELF, JUST THE WAY I DID IT."

Criterion: The child must engage the zipper and zip up to at least one inch from the top, without assistance.

b. If the child succeeds on Item a, give credit for Item b, and proceed to the section marked "Button Frame." If he fails Item a, engage the zipper for him and say, "FINISH ZIPPING THIS ZIPPER."

Criterion: The child must zip the zipper up to at least one inch from the top.

9. BUTTON FRAME

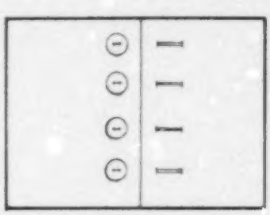
MATERIALS NEEDED:
Montessori large button frame; Montessori small button frame

LEVEL ONE

Demonstrate the following item:

Place the large button frame, opened, on the table in front of the child, with the buttonholes to the child's left. Button the button closest to the child, saying, "WATCH ME BUTTON THIS BUTTON." Then open the button.

CHILD



EXAMINER

a. Say to the child, "BUTTON THIS JUST THE WAY I DID."

Criterion: The child must button at least one button.

Proceed to Level Two if the child passes Level One; otherwise, proceed to section marked, "Scissors."

LEVEL TWO

b. Place the small button frame, opened, as in the diagram. Say to the child, "BUTTON TWO BUTTONS." If he buttons only one and stops, encourage him to continue.

Criterion: The child must button at least two buttons.

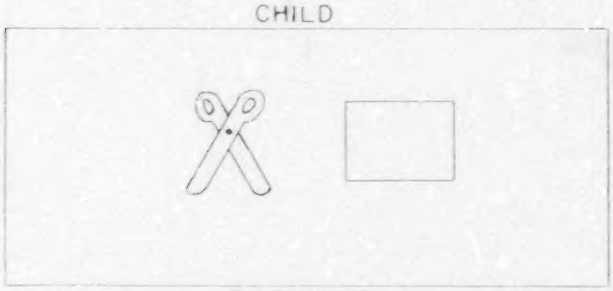
10. SCISSORS

MATERIALS NEEDED:
One blank sheet of paper, approximately 4" x 5" (an 8 1/2" x 11" sheet, cut in quarters); one piece of paper, approximately 4" x 5" (with a line down the middle).

LEVEL ONE

Place the blank sheet of paper and the scissors, with the handle toward the child, on the table, as indicated by the diagram.

CHILD



EXAMINER

a. Say to the child, "CUT THE PIECE OF PAPER."

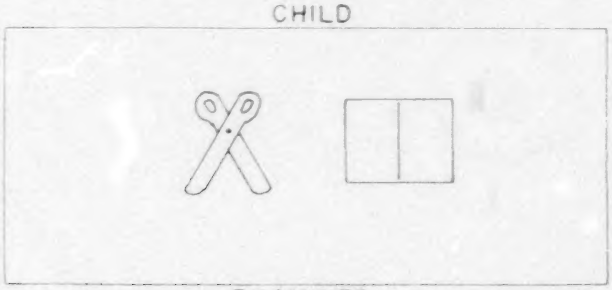
Criterion: The child must cut at least one inch of the paper with the scissors.

Proceed to Level Two if the child passes Level One; otherwise, proceed to section marked, "Large Motor Coordination."

LEVEL TWO

Place the lined piece of paper and the scissors on the table, as indicated by the diagram.

CHILD



EXAMINER

b. Point to the line and say to the child, "CUT THE PAPER ON THE LINE ALL THE WAY TO THE END."

Criterion: The child must cut the paper into two parts, and the cut must be made within 1/2" of the line on either side.

11. LARGE MOTOR COORDINATION

MATERIALS NEEDED:
Masking tape, three yards long.

LEVEL ONE

Stick the tape to the floor in a straight line, three yards long.

a. & b. While demonstrating, say to the child, "WATCH ME WALK ON THIS LINE WITH ONE FOOT IN FRONT OF THE OTHER." Then say, "NOW YOU WALK ON THE LINE WITH ONE FOOT IN FRONT OF THE OTHER, JUST THE WAY I DID."

Criterion: a. If the child remains within one foot of either side of the tape, score (a) correct.

b. If the child places one foot in front of the other, without leaving the line more than once, score both (a) and (b) correct.

c. While demonstrating, say to the child, "WATCH ME WALK ON THIS LINE WITH ONE FOOT IN FRONT OF THE OTHER, TOUCHING MY HEEL TO MY TOE." Then say, "NOW YOU WALK ON THIS LINE WITH ONE FOOT IN FRONT OF THE OTHER, TOUCHING YOUR HEEL TO YOUR TOE, JUST THE WAY I DID."

Criterion: The child must place one foot in front of the other, touching his heel to his toe, without leaving the line.

d. While demonstrating, say to the child, "WATCH ME JUMP OVER THIS LINE WITH TWO FEET TOGETHER." Then say, "NOW YOU DO IT JUST THE WAY I DID."

Criterion: The child must jump over the line with his two feet simultaneously touching the floor.

Proceed to Level Two if the child passes *at least one question* in Level One; otherwise, terminate the examination.

LEVEL TWO

e. While demonstrating, say to the child, "WATCH ME STAND ON ONE FOOT." Then say, "NOW YOU STAND ON ONE FOOT WITH ME WHILE I COUNT TO THREE."

Criterion: The child must stand on one foot for three consecutive seconds without holding on to anything.

f. Say to the child, "STAND ON ONE FOOT WITH ME WHILE I COUNT TO FIVE."

Criterion: The child must stand on one foot for five consecutive seconds without holding on to anything.

Proceed to Level Three if the child passes Level Two; otherwise, terminate the examination.

LEVEL THREE

g. Demonstrate hopping to the child, saying, "WATCH ME HOP ON ONE FOOT." Then say, "NOW HOP ON ONE FOOT WITH ME WHILE I COUNT TO FIVE."

Criterion: The child must hop on one foot for five consecutive seconds without holding on to anything.

h. Say to the child, "NOW HOP ON ONE FOOT WITH ME WHILE I COUNT TO TEN."

Criterion: The child must hop on one foot for ten consecutive seconds without holding on to anything.

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INVENTORY SCORE SHEET

Child's Name _____

Date of Birth _____

Name of Examiner _____

Date of Test _____

1. Body Parts

Level One a _____ b _____ c _____

Level Two d _____ e _____ f _____

Level Three g _____ h _____ i _____ j _____

Body Parts Score _____

2. Colors

Level One a _____ b _____ c _____ d _____

Level Two e _____ f _____

Level Three g _____ h _____

Colors Score _____

3. Shapes

Level One a _____ b _____ c _____ d _____

Level Two e _____ f _____

Shapes Score _____

4. Size

Level One a _____ b _____

Level Two c _____ d _____

Size Score _____

5. Classification

Level One a _____ b _____ c _____ d _____ e _____ f _____

Level Two g _____ h _____ i _____ j _____ k _____ l _____

Classification Score _____

6. Numbers

Level One a _____ b _____ c _____

Level Two d _____ e _____

Numbers Score _____

7. Positional Relationship

Level One a _____ b _____ c _____

Level Two d _____ e _____

Level Three f _____ g _____

Positional Relationship Score _____

8. Zipper Frame

Level One a _____ b _____

Zipper Frame Score _____

9. Button Frame

Level One a _____

Level Two b _____

Button Frame Score _____

10. Scissors

Level One a _____

Level Two b _____

Scissors Score _____

11. Large Motor Coordination

Level One a _____ b _____ c _____ d _____

Level Two e _____ f _____

Level Three g _____ h _____

Large Motor Coordination Score _____

TOTAL SCORE _____